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ABSTRACT

This curriculum module is designed to provide background information and a suggested format for instructors training Child Development Associate (CDA) family day care providers working on the competency goal of professionalism. The module is made up of two parts. Part 1 provides the trainer with a report of current research on professionalism. Information pertaining to all professions is included, as well as specific information relating professionalism to the field of early childhood education. Part 2 provides the trainer with a suggested format for outlines of curriculum units covering attitudes, program philosophy, gaining knowledge, and networking. Each curriculum unit outline includes statements of teaching objectives, a list of CDA sample caregiver behaviors, a content outline, suggestions about teaching methods, and a list of resource materials. Appendices provide information on the CDA competency goal of professionalism, an article discussing the professionalizaton of early childhood educators, a teacher evaluation form, suggestions for self-care for child caregivers, a list of developmental stages of children up to 5 years of age, sources of additional information, and tips for finding and filing information in an accessible way. (RH)

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COMPETENCY GOAL VI PROFESSIONALISM

Curriculum Guide for THE CHILD DEVELOPMENT ASSOCIATE NATIONAL CREDENTIALING PROGRAM

CDA Assessment System and Competency Standards for Family Day Care Providers

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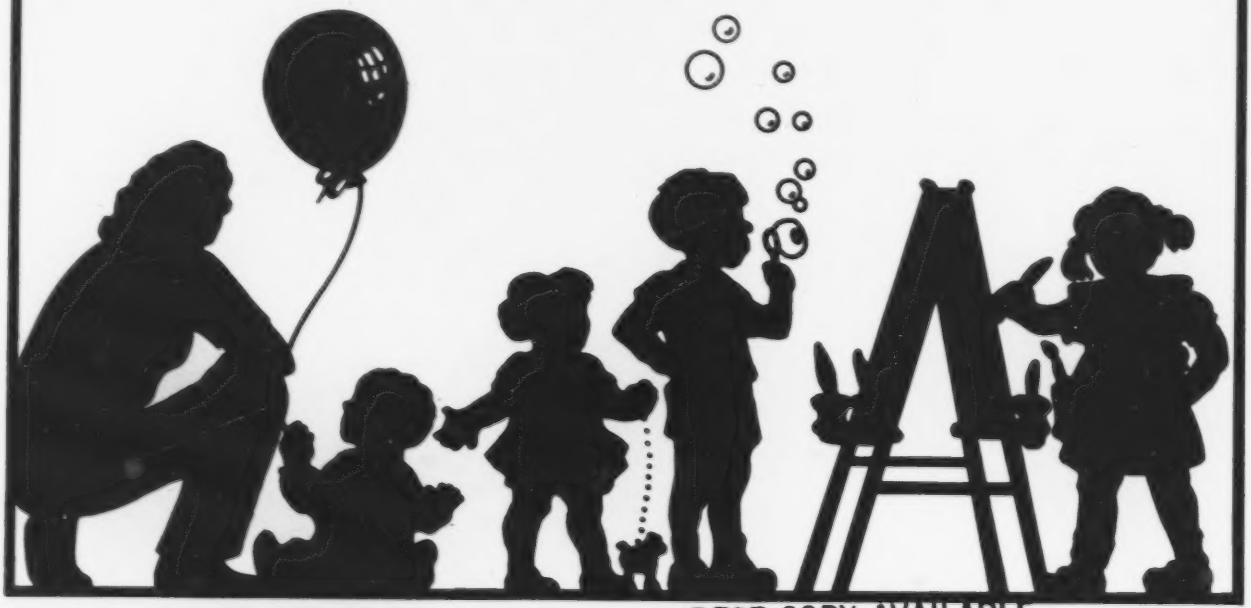

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CURRICULUM GUIDE

for

THE CHILD DEVELOPMENT ASSOCIATE

NATIONAL CREDENTIALING PROGRAM

CDA ASSESSMENT SYSTEM

and

COMPETENCY STANDARDS

for

FAMILY DAY CARE PROVIDERS

COMPETENCY GOAL VI: PROFESSIONALISM

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ABSTRACT

The National Day Care Home Study of 1981 estimates that 1.5 million family day care providers care for more than 5 million of the nation's children each day. The Bureau of Labor Statistics show that 49.1% of Washington State families with preschool children (under 6) have wage earning mothers. It can be concluded that the majority of these children will be cared for in family day care homes rather than other types of child care settings.

Family day care providers have only recently begun to gain professional recognition for the vitally important service they provide to children and families. The Child Development Associate (CDA) competency standards and assessment system for family day care have been developed to support quality care for young children. National standards have been developed for training, evaluation and professional recognition of this group of child care providers.

The competency standards are divided into six competency goals which are defined in further detail in 13 functional areas. The six competency goals are the same for all child care settings (family day care, center-based, home visitor) but the actual functional area definitions and sample caregiver behaviors change. In this way, particular skills needed for the specific child care setting are defined.

The CDA Competency Standards for Family Day Care Providers are:

Competency Goal 1: Safe
Health
Learning Environment

Competency Goal II:	Physical
	Cognitive
	Communication
	Creative
Competency Goal III:	Self
	Social
	Guidance
Competency Goal IV:	Families
Competency Goal V:	Program Management
Competency Goal VI:	Professionalism

This curriculum module is designed to provide background information and a suggested format for instructors interested in the training of CDA family day care providers in the competency goal of professionalism. The module is made up of two parts which work together:

Part 1: Overview of Current Research on Professionalism

Part 2: Curriculum Units

Part 1 provides the trainer with current research on professionalism. Information pertaining to all professions is included, as well as specific information relating professionalism to the Early Childhood Education field. This information is valuable for background knowledge and can be incorporated into classroom lectures/discussions.

Part 2 provides the trainer with a suggested format for curriculum unit outlines. The four units are: Attitudes

Program Philosophy

Gaining Knowledge

Networking

These unit headings were developed after reviewing the CDA sample caregiver behaviors listed under the goal of professionalism in the CDA Assessment and Competency Standards for Family Day Care Providers (see Appendix A).

Each curriculum unit outline includes:

1) Teaching Objectives
2) CDA Sample Caregiver Behaviors
3) Content Outline
4) Suggested Teaching Methods
5) Resource Materials

The four units emphasize a competency based curriculum. Trainers are encouraged to individualize the curriculum to the needs and diverse experiences of the family day care providers, and add additional resources that prove beneficial.

Further information on uses of this curriculum module are contained in the section of Part 2 titled: Explanation of Curriculum.

DEFINITIONS

ADVISOR: (Taken from the glossary of CDA terms) A professional in early childhood education who serves as one of the four members of the Local Assessment team. The **Advisor** works with the Candidate for a minimum of 12 weeks, observes the Candidate at work, prepares an observation report, and participates in the Local Assessment team meeting.

CANDIDATE: An individual working on their CDA

CDA: Child Development Associate

CREDENTIAL: (Taken from the glossary of CDA terms) a written document from an authorizing body showing that a person has met certain standards. The CDA **Credential** is awarded to caregivers who have demonstrated competence in the CDA competency standards during the CDA assessment process.

ECE: Early Childhood Education

EARLY CHILDHOOD: Birth through age eight

ERIC/EECE: The Educational Resources Information Center/Clearinghouse on Elementary and Early Childhood Education.

FAMILY DAY CARE: (Taken from the glossary of CDA terms) A family day care setting for CDA assessment is defined as, *a family day care home that meets at least the minimum level of applicable state and local regulations, where a candidate can be observed working as a primary caregiver with at least two children 5 years old and younger who are not related by blood or marriage.*

NAEYC: National Association for the Education of Young Children

PORTFOLIO: (Taken from the glossary of CDA terms) A document in which a CDA candidate presents information about her/his own work. The **portfolio** must contain an autobiographical statement, a program description, and three written examples of the Candidate's work in each of the 13 functional areas.

TRAINER: (Taken from the glossary of CDA terms) An individual who teaches classes, conducts workshops, models activities with children and families, or works with caregivers individually to improve their skills.

For further CDA term clarification, see the Glossary of CDA terms contained in the CDA Assessment System and Competency Standards for Family Day Care Providers, April 1985.

PART 1: OVERVIEW OF CURRENT RESEARCH ON PROFESSIONALISM

INTRODUCTION

Today's society is very interested in, and relies heavily on, *the professional*. The big push is a *professional attitude*, a *professional approach*, and a *professional atmosphere* in all aspects of business--from high corporate management to the smaller neighborhood and home run businesses. It is an image that one wants to achieve and be recognized as holding.

Early Childhood Education (ECE) is a field that is expressing strong viewpoints on professional status. The struggle for this status is not an easy one. The ECE field has long been looked on as the caring, loving babysitters. Slowly this image is changing as more awareness is brought to the attention of the public, and a more *professional* image emerges.

Many factors are contributing to the emphasis on, and demand for, professionalism in the field. Early childhood programs and information have found their way into all aspects of the media, into the legislature and public policy, and into the households of most Americans. More and more young children are spending time in family day care homes, child care centers and preschools. Parents are working and children are being *cared for*.

Why is the idea of professionalism so important to today's society? Zumeta and Solomon (1982) have expressed, in the **Encyclopedia of Educational Research**, general reasons that apply to many different professions. Two of these are: *the increasing rate of change in the knowledge base of the professions has required that professionals be constantly aware of the most up-to-date information in their field;* and *the consumerism and broader antiauthority*

movements in society have affected people's attitude toward the professions and have increased the demand for assurance that professionals are competent. (pp. 1466)

Barbara Bowman, director of Graduate Studies at the Erickson Institute for Advanced Studies in Child Development and president of NAEYC in 1980-82, takes us a step closer with her views on professionalism and Early Childhood Education (Sept. 1982).

> *In the past few years, we have witnessed a dramatic upsurge of interest in professionalism...Professionalism has led to increased emphasis on public issues and on advocacy. This is because we recognize that our knowledge of the needs, behaviors and capabilities of children carries with it the obligation to indicate how knowledge applies and to share responsibility for the development, administration, and evaluation of publicly sponsored programs...Another reason for our increased interest in professionalism is the growth in the number of young children who spend part of each day in schools and centers and need competent teachers.* (pp. 47)

WHAT IS PROFESSIONALISM?

The next question may be: what is professionalism? or, what makes a person a professional? In the ECE field, that is not always an easy question to answer. Here is a review of some of the research and a look at possible answers to the question of professionalism.

As senior program consultant at the W. K. Kellogg Foundation and professor emeritus of education at the University of Chicago, Houle (1981) has stated these 14 characteristics of a profession in his book **Continuing Learning In the Professions:**

The Conceptual Characteristic

Clarification of the vocation's defining function(s)

The Performance Characteristics

Mastery of theoretical knowledge

Capacity to solve problems

Use of practical knowledge

Self-enchancement

The Collective Identity Characteristics

Formal Training

Credentialing

Creation of a subculture

Legal reinforcement

Public acceptance

Ethical practice

Penalties

Relations to other vocations

Relations to users of service

Mary Ann Radomski, lecturer in ECE at the University of Wisconsin-Milwaukee, has taken Houle's 14 characteristics and related them directly to the early childhood field in the article, *Professionalization of Early Childhood Educators: How Far Have We Progressed*, **Young Children**, July 1986. This article is included in Appendix B to provide a more in-depth look at the

characteristics. Radomski brings up questions to ask oneself about professionalism.

This would be a valuable tool in discussions or individual evaluation of each candidate's program. Many questions are aimed at center based programs but through discussion it could be modified and would be helpful in evaluating family day care programs as well.

William Ade (1982), research analyst from McLean, Virginia, states *professional status connotes specialized knowledge, a desirable service, and an assurance of quality, dependability, and effectiveness.* (pp. 25) He believes that professionalism cannot just be claimed. He sees three major characteristics based on sociological criteria for professional status:

The existence of a generalized and systematic knowledge base

The support of society for a profession's authority and prestige

The type and nature of the service provided by the profession

Ade discusses and analyses the problems of the ECE field and its professionalization. He lists five major changes in the field that have to happen before professionalization can occur.

Require a greater familiarity with the field's knowledge base

Identify and establish uniform criteria for admitting new members into the field

Develop a more elaborate practitioner licensing process

Secure internal control of this licensing process so that the degree of self-regulation can be enhanced and the creation and implementation of a uniform standard of ethics can be facilitated

Demand a stronger position in the relationship with parents, school officers, and government, in order to increase the field's input into determining client needs and the appropriate services to meet these needs

Ade feels the field of ECE has potential for growth and should continue to seek professional recognition. He states *as early childhood education attracts better educated, more aggressive, and more politically sophisticated members, the effort to professionalize should grow in intensity...The foundation for professionalization is being established now and understanding what it entails is imperative for guiding the growth of the field.* (pp. 32)

Houle (1981) discusses the development of professionalization and its relation to all professions:

> *None of the characteristics can ever be completely and finally achieved, and the race for professional accomplishment therefore has no finish line. But as an occupational group raises the level of its performance of various characteristics, its right to call itself a profession increases, as does its right to expect society to view it as one. Ordinarily the members of a professionalizing vocation recognize that they must strive toward many goals, and therefore they try to achieve some or all of the characteristics suggested here as well as others that may be unique to their particular work. The sense of assurance of professional status by the members of a vocation as well as acceptance of that status by the general public or by an authoritative external body depends on the balancing out of the level of achievement of several traits or qualities. Failure to*

reach some objectives may be compensated for by strengths in the achievement of others. Ultimately self-assurance cannot be justified, nor can social approval be assured, without substantial strides toward accomplishment of a number of the characteristics. (pp. 74)

The Child Development Associate (CDA) Assessment System has set forth certain competency standards which define the skills needed by providers in family day care settings. These standards are the foundation of the three-part CDA approach: Training, Assessment and Credentialing. This approach relates directly to the five changes Ade (1982) sees as having to happen before professionalization can occur.

CDA is a step towards the professionalizing process that both Ade (1982) and Houle (1981) have discussed. Nationwide recognition is given with each CDA credential granted to a family day care provider. As more and more providers achieve credentialing, the status of the profession will grow in the eyes of the public and within the ECE field.

ECE VIEWPOINTS ON PROFESSIONALISM

Within the field of Early Childhood Education a number of ideas and viewpoints are being stressed by colleagues on the subject of professionalism, its growth within the field, and other important factors relating to the future of early childhood.

Deborah Phillips, Director of NAEYC's Child Care Information Service, and Marcy Whitebook, Director of the Child Care Employee Project, (1986) feel:

Child care is fast becoming a major institution in the lives of American families. As a result there is a growing concern and interest about in whose hands we are placing our children. It is more important than ever that information about the child care community accurately portray who we are rather than reflect and reinforce long held and damaging stereotypes. As we formulate efforts to upgrade status and advocate for more resources, accurate data will be a major ingredient in our reform efforts. We must be ready to answer essential questions about who we are. Only then will we be equipped to discuss who we want to become. (pp. 20)

Millie Almy, (1982) professor emeritus at the University of California-Berkely, states:

Early Childhood educators need to develop an ability to see the child and its family from the viewpoints of anthropologist, sociologist and social worker, pediatrician, nurse, nutritionist, economist, political scientist, and legislator, as well as educator and psychologist. (pp. 492-493)

Lilian G. Katz, professor of ECE and Director of ERIC/EECE at the University of Illinois--Urbana and Editor-in-Chief of the Early Childhood Research Quarterly, states in the introduction to her book **Talks With Teachers** (1977):

Because our work involves us in the complex and, at times, inscrutable process of human growth and development, ambiguity is a constant companion. Because we teach, we must have some convictions about what is right; because we learn, we must have some skepticism about what seems right. The achievement of an

optimum balance between skepticism and conviction is part of the development of a professional and a profession. (pp. 3)

Barbara Bowman has stressed the need for the professional growth of early childhood for a number of years. Writings in **Young Children** have emphasized the need for the ECE field to become more professional. In September of 1981 Bowman stated:

> *Repeated studies indicate that the factor most often associated with quality child care is a stable, trained teacher. Trained personnel are the backbone of quality in the care of young children...As advocates for quality early childhood programs, one of the most important things we can do is to try to improve public awareness of the value of quality care and education for young children. Through personal contact, through state and federal legislators, and through media, we can help alter the images of child care as babysitting and early education as useless play.* (p. 2)

In January of 1986 she stated:

> *Teachers of young children are no longer invisible to the government, business community, and research establishment...We have a new image of ourselves as concerned and competent professionals. We have become involved in the public discussion of early childhood programs.* (p. 5)

Bowman feels there is still more needed for the fight for professional status.

> *Early childhood education will never be viewed as a respectable profession...UNTIL we assume responsibility for our own clinical*

problems and the knowledge necessary to solve them, and UNTIL teachers become part of the research team which develops the knowledge base for the field. (p. 7)

She offers some suggestions as to how improvements could be made.

We need to improve our ability to disseminate our positions to the public, to the media, to legislatures, to decision makers, to business, and to the philanthropic and service communities. We must not always wait until someone asks our advice. We should market our views in as sophisticated a manner as possible. (p. 8)

CONTINUING EDUCATION/NETWORKING

Over and over the ideas of continuing education, and networking with other professionals are stressed as important in the professionalization process.

Houle (1981) states that in all professions:

the professional seeks out a formal counselor, finds a mentor, friend or family member to serve as an informal guide or therapist, or works out a plan of reading, conferencing or study of his own. (p. 110)

He also believes that *during the discussions of any cluster of professionals, new ideas and techniques are spread.* (pp. 112-113)

Katz (Oct. 1972) feels that in the development of a teacher the following are important:

Opportunity to attend and participate in conferences/workshops/seminars

Opportunity to attend and participate in conferences/workshops/ seminars

Chance to read widely (books, magazines, journals)

Interact with educators working on many problem areas on many levels

Memberships in professional associations and participation in the meetings

Houle (1981) states reasons why people in any profession belong to professional associations:

Need for status

Sense of commitment or calling

Desire to share in policy formation and implementation (within the profession and society)

Feeling of duty

Wish for fellowship for community

Zest for education

Houle continues by saying how associations meet these needs:

Maintenance of a structure of responsibility through which leadership potential can be developed

Sponsorship of conventions, conferences, workshops, and other gatherings

Issuance of journals, books, newsletters, and other publications

Support of legislative programs, and other methods of influencing public policy

Policing of its membership

Collaboration with external individuals, groups, and associations who have functions related to those of the profession (p. 172)

CONCLUSION

A number of viewpoints on professionalism have been considered. Awareness of these characteristics and viewpoints relating to professionalism is important.

One must consider that not every characteristic needs to be fully achieved and that agreement with every colleague is not necessary. What is important is for each individual in the early childhood field to process this information in the development of her/his own professional image. Each individual must look inside her/himself and every aspect of her/his job. Evaluation of actions and attitudes with parents, children, community members, resource persons and program curriculum is imperative. Being a professional in the early childhood field is not only looking at *the whole child* but at the *whole program* and how it effects families and the community.

Each individual must realize that s/he needs to portray to young children, parents and society the importance of her/his job and profession. Each candidate working on a CDA credential is taking a step towards the professionalization of the ECE field.

These candidates are showing proof of their knowledge, their involvement with their community, their political and policy making interests, memberships and affiliations with other professionals, and their continued interest in learning and growing within the field.

CDA credentialing is a way to remove some of the isolation of the candidate's job, to show what a valuable contribution family day care providers can make to the ECE field, and increase the self image of the individual provider. CDA candidates are also showing that they welcome input in order to make their program the very best it can be and that they are willing to grow and develop in their profession from year to year.

CDA credentialing for family day care providers is one very important way in which the early childhood field is growing professionally. Each individual completing a CDA credential is making a commitment and expressing a concern about the future professionalism of the early childhood field.

PART 2: CURRICULUM UNITS

EXPLANATION OF CURRICULUM MODULE

Child Development Associate for Family Day Care Providers, Competency Goal VI: Professionalism

This curriculum module is based on CDA for family day care providers working on the competency goal of professionalism. It is a *proposed curriculum* which means that it is an outline of suggestions and uses. Each individual trainer and CDA candidate will bring to it a number of variations and experiences. The most important aspect is that each candidate is making a commitment to the CDA process. Thus, the curriculum should be individualized to the particular needs, developmental and educational level of the candidates involved.

This curriculum module can be used in a number of different ways: at community colleges, universities or vocational-technical institutes interested in preparing candidates for CDA credentialing, at workshops for trainers of early childhood personnel, with one advisor or trainer and one CDA candidate, with family day care groups working on their CDA together with a trainer, at family day care association meetings, and in any other classroom or group situation that would benefit a CDA candidate (community service classes, etc.).

The main goal for this curriculum is for each individual to share knowledge through discussion and examples of experience. Each candidate should become clearer on her/his knowledge through her/his CDA portfolio. Trainers are encouraged to use the resource information and materials listed as well as further develop the content outline and teaching methods using

their own resources and expertise. In this way the individual needs and challenges of each candidate will be met.

Before any formal discussion on professionalism begins, each CDA candidate should be congratulated by her/his trainer. Congratulated for considering her/himself a professional and taking the time and effort to enhance her/his professionalism through quality care for children. Placing professionalism as a priority will set her/his program far above others.

UNIT 1 ATTITUDES

TEACHING OBJECTIVES:

Upon completion of this unit the candidate should:

Understand the importance of peer and self evaluation for professional growth

Recognize attitudes in her/himself, her/his own family and clients (parents) relating to children and her/his program

Demonstrate and promote cooperation and a postive attitude in her/his work at her/his job site

Recognize the importance of her/his own personal needs

CDA SAMPLE CAREGIVER BEHAVIORS:

Enjoys working with young children in a home setting and demonstrates a positive attitude in her/his role

Continually evaluates own performance to identify needs for professional growth

Seeks ways to be evaluated by others and is able to accept comments and criticism from parents and others in a constructive way

Establishes the importance of the day care work with provider's own family members

Recognizes that caregiver fatigue, low morale, and lack of work satisfaction decrease effectiveness and finds ways to meet her/his own needs and maintain energy and enthusiasm

Works cooperatively with others and helps promote a positive atmosphere in the home

Is aware that some normal developmental charactistics of children (e.g., crying, messiness, dependency, willfulness, negative behavior, curiosity about genital differences, etc.) often make adults uncomfortable. The caregiver can acknowledge these feelings in her/himself, family members, and parents while minimizing negative reactions toward children.

CONTENT OUTLINE:

Evaluations

Of self

By peers and/or clients (parents)

Accepting comments and criticism

Attitudes

Toward job

Toward clients (parents)

Toward children's behavior (attitude of: provider, provider's family, child's parents)

Of provider's family members relating to the home run business

Personal Needs

Self-esteem

Coping with stress

Using qualified substitutes in the event of provider absence

SUGGESTED TEACHING METHODS:

Lecture/discussion

Time for self-evaluation

Small group discussion/input

Role playing (examples of communication between parent/provider/child)

Speaker on self-esteem, stress, personal needs, and/or women and work (speaker could come from the community or a related College division--example: Women's Programs)

Handouts/visual aids

Discussion/practice of CDA portfolio examples

RESOURCE MATERIALS:

Bacmeister, Rhoda, **Teachers for Young Children--The Person and the Skills**, Early Childhood Council of New York, 1970.

Beaty, J. J., **Skills for Preschool Teachers**, Columbus, OH, Charles E. Merrill Publishing Co., 1979.

Clarke, J. I., **Self-Esteem: A Family Affair**, Winston Press, 1978.

Croft, Doreen J., **Be Honest With Yourself A Self-Evaluation Handbook for Early Childhood Education Teachers**, Belmont, CA: Wadsworth Publishing Company, Inc., 1976.

Galinsky, E., *How to Work With Working Parents*, **Child Care Information Exchange**, June 1984, pp. 1-4

Hartman, B., *How to Assess the Quality of Your Center*, Child Care Information Exchange, Sept. 1985, pp. 18-20.

James, J., *Life Isn't a Game of Chance*, The Seattle Times, 1982.

Neugebauer, R., *Go For the Gusto: Put Zest Back in Your Job*, Child Care Information Exchange, Sept. 1986, pp. 11-14.

Radomski, M. A., *Professionalization of Early Childhood Educators: How Far Have We Progressed?*, Young Children, July 1986, pp. 20-23. (See Appendix B)

Shaevitz, M. H., The Superwoman Syndrome, Warner Books, New York, 1984.

Shapiro, L., *Handling Parent Complaints: Is the Customer Always Right?*, Child Care Information Exchange, Aug. 1984, pp. 17-19.

Squibb, B., Family Day Care: How to Provide It In Your Home, 1986. Chapter 2 *Role with Family*, pp. 21-26. (See main Bibliography for complete information)

Sutton, L. E., *Day-to-Day Communication With Parents*, Child Care Information Exhchange, Oct. 1984, pp. 15-18.

Townley, K. F., K. R. Thornburg & G. W. Wise, *Burnout: Causes, Consequences, and Cures*, Child Care Information Exchange, March 1986, pp. 31-34.

Information Sheets:

Teacher Evaluation Form and *Teacher Self-Evaluation Form*, Child Care Information Exchange, Sept. 1986, pp. 27-28. (See Appendix C)

Bos, Bev, For People Who Care For Children, How to Take Care of Yourself, WAEYC Oct. 1985. (See Appendix D)

Additional information can be found in books/materials for Family Day Care Providers in Main Bibliography Section.

UNIT II PROGRAM PHILOSOPHY/GOALS

TEACHING OBJECTIVES:

Upon completion of this unit the candidate should:

Be able to formulate and describe to others an appropriate child care philosophy and objectives

Be able to assess her/his own abilities to make judgements about providing quality care for appropriate numbers and ages of children

Understand the need for confidentiality of client information

CDA SAMPLE CAREGIVER BEHAVIORS:

Can describe her/his child care philosophy, goals and objectives to others

Continues to gain knowledge of physical, cognitive, language, emotional and social development as a basis for planning program goals (also included in Unit III)

Knows her/his own ability to provide quality care for children and cares for the number and ages with whom s/he can work well

Keeps all personal information about children and families confidential

CONTENT OUTLINE:

Program Philosophy

Goals, objectives of program

Licensing requirements

Number and Ages of Children in Program

Recognition through self-evaluation on strengths/weaknesses of age and number of children that individual program can handle

Licensing requirements

Importance of Confidentiality

How is Quality Care Achieved?

SUGGESTED TEACHING METHODS:

Lecture/discussion

Small and/or large group discussion/sharing of each candidate's program philosophy and goals

Licensing requirements--discussion or guest speaker to review local requirements

Handouts/visual aids

Media prresentations

Discussion/practice of CDA portfolio examples

RESOURCE MATERIALS:

Cherry, C., B. Harkness and K. Kuzma, **Nursery School & Day Care Center Management Guide**, Belmont, CA David S. Lake Publishers, 1978. (Mainly center based but offers a lot of useful information that could be used for family day care

Galinsky, E., *What Really Constitutes Quality Care?*, **Child Care Information Exchange**, Sept. 1986, pp. 41-47.

Hendrick, J., **The Whole Child: New Trends in Early Education**, Saint Louis: The C. V. Mosby Co., 1975. (Information on confidentiality: pp. 20-21, 257-258, 282-283)

How to Plan & Start a Good Early Childhood Program (pamphlet), National Association for the Education of Young Children, 1834 Connecticut Ave. N.W., Washington, DC 20009. (Includes many available resources)

Child and Family Resource Center, 2410 East Cherry, Seattle,WA 98122, (206) 625-2729. Workshops and packet information on starting a child care program for family day care, mini-centers, and child care centers. Includes licensing information, curriculum ideas, and additional useful information.

Use of NAEYC videos

Example: 2 separate videos on: *What is Quality Child Care?*

1 with Bettye M. Caldwell and 1 with Asa G. Hilliard (also available in book form)
Available through NAEYC, 1834 Connecticut Ave. N.W., Washington, DC 20009-5786

Additional information can be found in the books/materials for Family Day Care Providers in the main Bibliography Section.

UNIT III GAINING KNOWLEDGE

TEACHING OBJECTIVES:

Upon completion of this unit the candidate should:

Understand the importance for continued learning

Be able to formulate a child care program plan that is reflective of early childhood research

Be informed about the legal and moral responsibilities associated with child care

CDA SAMPLE CAREGIVER BEHAVIORS:

Continues to gain knowledge of physical, cognitive, language, emotional, and social development as a basis for planning program goals (also included in Unit II)

Keeps informed about child care practices, research, legislation, and other developments in early childhood education

Seeks information relevant to the needs of the children s/he is serving--for example, information on infant development, bilingual development, and handicaps--from professional magazines, community colleges, community services, other caregivers, and community members

Learns about new laws and regulations affecting family day care, children and families

Recognizes that special skills are necessary for working with children at different ages and developmental stages and seeks appropriate information and training

Seeks information about sexual abuse and neglect, keeps up-to-date on laws and policies concerning reporting and treatment of abuse, and learns effective ways of working with affected children and families

CONTENT OUTLINE:

Current Research Relating to Early Childhood

Child Development

Physical, cognitive, language, emotional, social development

Infants

Special needs children (bilingual, handicaps, etc.)

Overview of developmental stages and skills needed by providers at each stage

Legislation, Policy, Laws

Relation to early childhood programs

Relation to children and families

Child Abuse

SUGGESTED TEACHING METHODS

Lecture/discussion

Speakers and/or panel discussions on:

Public policy/legislation

Child abuse

Mainstreaming

Special needs children

Filmstrips/media presentations

Handouts/visual aids

Discussion/practice of CDA portfolio examples

RESOURCE MATERIALS:

Byerly, C. M., **The Mothers Book: How to Survive the Incest of Your Child**, Dubuque, Iowa, Kendall/Hunt Publishing Co., 1985.

Caldwell, B., *One Step Foward, Two Steps Back*, **Young Children**, July 1984, pp. 48-50.

Koblinsky, S. and N. Behana, *Child Sexual Abuse: The Educator's Role in Prevention, Detection, and Intervention*, **Young Children**, Sept. 1984, pp. 3-15 (includes resources).

Meddin, B. J. and A. L. Rosen, *Child Abuse and Neglect: Prevention and Reporting*, **Young Children**, May 1986, pp. 26-30.

National Association for the Education of Young Children, *Position Statement on Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8*, **Young Children**, Sept. 1986, pp. 4-19.

------, *Position Statement on Developmentally Appropriate Practice in Programs for 4 and 5 Year Olds*, **Young Children**, Sept. 1986, pp. 20-29.

The Sexual Abuse Issue: How Can Child Care Providers Respond?, **Child Care Information Exchange**, Aug. 1984, pp. 20-24 (includes resources).

Appendix A--Working With Children With Special Needs: Abused, Neglected and Handicapped Children, **Spoonful of Lovin' Manual.** (See main Bibliography for complete information.)

Information sheets:

Developmental Stages (see Appendix E)

Filmstrips:

Understanding Early Childhood--Ages 1 through 6, **Parents Magazine** filmstrips.

Bergstrom, Margosian, Olson, **Enchancement of Growth & Learning for Young Children,** Charles Merrill Co., 1976.

Use of NAEYC videos:

Examples: *Seeing Infants With New Eyes with Magda Gerger*

Babies and Child Care with Burton White

The Uniqueness of the Early Childhood Profession: A Discussion with Millie Almy. (How is ECE different from other levels of education? What special preparation and skills are required to teach young children?)
Available from: NAEYC, 1834 Connecticut Ave., Washington, DC 20009-5786

For current research relating to Early Childhood contact:

Early Childhood Research Quarterly
Ablex Publishing Corporation
355 Chestnut St.
Norwood, NJ 07648

(The purpose of the journal is to present research and scholarship that will enhance theory, research, and practice related to the care and education of children from birth through 8 years.)

Educational Resources Information Center/Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE)

College of Education
University of Illinois
805 West Pennsylvania Avenue
Urbana, IL 61801
(217) 333-1386

(ERIC/EECE is responsible for acquiring, abstracting, and indexing recent information on the social, psychological, physical, education, and cultural development of children from the prenatal period through early adolescence.)

For information on laws/legislation that relate to early childhood programs and families contact:

Alliance for Children, Youth & Families
172 20th Avenue
Seattle, WA 98122
(206) 324-0349 or 1-800-854-KIDS

(Further resources are listed in UNIT IV - NETWORKING)

For information relating to child abuse contact:

Council for Prevention of Child Abuse & Neglect
1211 East Alder Street
Seattle, WA 98122
(206) 343-2590

(Affiliate of: National Committee for Prevention of Child Abuse, Washington Assocation of Child Abuse Councils.) Provides information, referral, parent phoneline, training on prevention for day care providers.

Seattle Institute for Child Advocacy
Committee for Children
172 20th Avenue
Seattle, WA 98122
(206) 322-5050

Provides speakers, child sexual abuse prevention training.

Washington Association of Child Abuse Councils
1305 Fourth
Seattle, WA 98101
(206) 624-4307

Pamphlets available through: Department of Social & Health Services
m/s B-41
Olympia, WA 98504

Sexual Abuse: A Resource Guide for Prevention and Treatment. Available from:

KOMO Radio & Television
100 Fourth Ave. N.
Seattle, WA 98109
(206) 223-4000

(Extensive resources listed for Western Washington, also includes state wide referrals.)

National Organizations:

National Center on Child Abuse & Neglect
Children's Bureau
P. O. Box 1182
Washington, DC 20013
(202) 245-2856

National Committee for Prevention of Child Abuse
332 S. Michigan Ave., Suite 1250
Chicago, IL 60604

(Request child sexual abuse prevention resources from the publishing dept.)

National Abuse Hotline
1-800-422-4453

(Provides crisis referral to local agencies in other cities and states for parents and child care providers.)

Additional information can be found in books/materials for Family Day Care Providers in Main Bibliography Section.

UNIT IV NETWORKING

TEACHING OBJECTIVES:

Upon completion of this unit the candidate should:

Be aware of the opportunities for professional and personal development offered through: professional organizations, training courses, other providers, community resources, literature, etc.

Be an effective communicator and advocate of quality services, rights, and needs relating to children and families

CDA SAMPLE CAREGIVER BEHAVIORS:

Takes advantage of opportunities for professional and personal development by joining appropriate professional organizations and attending meetings, training courses, and conferences

Establishes contacts with other family day care providers and shares mutual concerns

Seeks information relevant to the needs of the children s/he is serving--for example, information on infant development, bilingual development, and handicaps--from professional magazines, community colleges, community services, other caregivers, and community members (also in Unit III)

Advocates quality services and rights for children and families
Works with other professionals and parents to develop effective strategies to communicate to decision-makers about the needs of children and families

CONTENT OUTLINE:

Professional/Personal Development

Organizations

Conferences, meetings, training opportunities

Community resources

Magazines, journals, literature

Contacts With Other Providers

Advocating for Children and Families

Exploring opportunities for community involvement: organizations, legislative lobbying, etc.

Exploring opportunities for personal involvement

SUGGESTED TEACHING METHODS:

Individual and/or group investigation of local professional organizations and professional development opportunities

Sharing/investigation of community resources (class could compile a listing of local resources and distribute to each candidate)

Speakers/panel discussion representing organizations and/or community resources

Lecture/discussion exploring opportunities for community involvement and ways to affect change

Small group discussions on ways for personal involvement with child advocacy

Handouts/visual aids

Discussion/practice of CDA portfolio examples

RESOURCE MATERIALS:

Blank, H., *Who's Who in Child Care: The Organizations*, **Child Care Information Exchange**, Aug. 1984, pp. 4-6

Lombardi, J., *Training for Public Policy and Advocacy: An Emerging Topic in Teacher Education*, **Young Children**, May 1986, pp. 65-69. (resources included)

NAEYC'S Public Policy Resources, **Young Children**, March 1986, pp. 54-56.

A Parent's Guide to Child Advocacy. Children's Defense Fund, Washington, DC, 1979.

Ranck, E. R., *Finding and Filing Information So You Can Use It*, **Child Care Information Exchange**, July 1986, pp. 28-32. (See Appendix G)

The Rights of Children, Harvard Educational Review, 1974.

Who Do You Call?, **Child Care Information Exchange**, Sept. 1986, p. 20. (See Appendix F)

Wilkins, Amy and Helen Blank, *Child Care: Strategies to Move the Issue Forward*, **Young Children**, Nov. 1986, pp. 68-72.

Where to find books relating to young children and families:

Public libraries can be a wonderful source. Many have specific parenting sections that provide pamphlets and books on topics relating to early childhood. These sources can be checked out and reviewed at no cost to the provider.

Many companies provide catalogs or lists of books/resources that relate to young children and families. A few of these are:

Early Childhood Resources and Services
National Association for the Education of Young Children
1834 Connecticut Avenue, N.W.
Washington, DC 20009-5786
(NAEYC materials are highly recommended by ECE colleagues)

Gryphon House
3706 Otis Street
P.O. Box 275
Mt. Rainier, MD 20712

Human Sciences Press, Inc.
72 Fifth Avenue
New York, NY 10011-8004

Humanics Limited
P.O. Box 7447
Atlanta, GA 30309

Johnson & Johnson
Baby Products Company
P.O. Box 836
Somerville, NJ 08876

Teachers College Press
Teachers College
Columbia University
New York, NY 10027

Toys 'N Things Press
Division of Resources for Child Caring, Inc.
906 N. Dale Street
St. Paul, MN 55103

Magazines/Periodicals:

CDF Reports
Children Defense Fund
Box 7584
Washington, DC 20084
1-800-424-9602

Young Children Magazine
1834 Connecticut Ave. N.W.
Washington, DC 20009-5786
1-800-424-2460

Each issue includes:

Feature articles
Association information
Calendar of conferences
Research in review
Washington update
Public policy report
New books and book reviews

Organizations:

Washington State Family Child Care Association

The purpose of our assocation is to educate, protect and give status to Family Day Care Providers through existing educational facilities and to develop our own as the need arises.

Through publications and meetings we hope to alert our members and the public to matters concerning child care.

It is our goal to cooperate with other organizations concerned with the development and good care of children.

The Association is a means of bringing Day Care Providers together to share problems and ideas.

Membership Benefits:

Workshops and conferences
Educational opportunities
Newsletters
Group liability and auto insurance
Group Health Medical coverage
U.S.D.A. child nutrition program
Tax and bookkeeping advice and workshops
Legislative representation
Support services to chapters

Chapters are available throughout the State of Wahsington.
For further information contact: Andrea Cornnwall, President
6207 211th S.W.
Lynnwood, WA 98036
(206) 778-3028

NAEYC

The National Association for the Education of Young Children offers professional development opportunities to early childhood educators designed to improve the quality of services to children from birth throught age 8--the critical years of development.

NAEYC, a respected and growing network of more than 50,000 members in almost 350 Affiliate Groups, was founded in 1926. Our commitment to good programs for children and professional development for teachers is demonstrated through our services.

NAEYC Membership Services:

Young Children
Books, brochures, and posters
NAEYC's annual conference
Week of the Young Child
Membership Action Group grants
Insurance plans
Public policy information

Affiliate Group Services:

NAEYC Affiliate Groups provide opportunities to participate in local workshops, conferences, and other activities. Call or write NAEYC for information about the Affiliate Group nearest you.

National Academy of Early Childhood Programs:

NAEYC administers a national, voluntary accreditation system for early childhood centers and schools. Call or write the Academy for information.

Child Care Information Service:

NAEYC offers a computer-based, centralized source of information sharing, distribution, and collaboration. Call or write CCIS for information.

Small Business Administration
District Office
915 2nd
Seattle, WA 98104

(Local community colleges, libraries, community centers, etc. may offer small business classes/workshops.)

Training Opportunities/Community Resources:

Child and Family Resource Center
2410 East Cherry
Seattle, WA 98122
(206) 625-2729
(workshops, information for parents and providers)

Family Matters
KIRO TV/RADIO
2807 Third
Seattle, WA 98121
(KIRO has made a commitment to the public on providing information relating to families through special programing. Contact KIRO for further information.)

Children's Resource Center
Children's Hospital and Medical Center
4800 Sand Point Way N.E.
P.O. Box C5371
Seattle, WA 98105
(Children's Resource Line--(206) 526-2500. **Good Growing** workshop series)

Check into additional training opportunities through child and family oriented organizations, community colleges, libraries, and other community oriented centers.

Additional information can be found in books/materials for Family Day Care Providers in main Bibliography Section.

APPENDIX A

COMPETENTY GOAL VI
To maintain a commitment to professionalism

13. FUNCTIONAL AREA: PROFESSIONALISM

Candidate makes decisions based on knowledge of early childhood theories and practices, promotes quality in child care services, and takes advantage of opportunities to improve competence, both for personal and professional growth and for the benefit of children and families.

DEVELOPMENTAL CONTEXT:

Professionals working with young children and their families make decisions based on knowledge of early childhood education and family life and demonstrate a commitment towards quality care for young children. The professional caregiver continues to set new goals and take advantage of training or educational experiences that will help her/him to grow more competent. Recognizing that the way they relate to one another directly affects the quality of child care and sets an example for children, adults in a child care setting work to resolve issues and problems among themselves cooperatively and respectfully. They also work together to educate the community at large about the needs of young children. The child care provider should develop relationships with other child care professionals and establish a network for information and support.

For example, the competent Candidate working with infants and toddlers and preschool children:

- enjoys working with young children in a home setting and demonstrates a positive attitude in her/his role.
- can describe her/his child care philosophy, goals, and objectives to others.
- continues to gain knowledge of physical, cognitive, language, emotional, and social development as a basis for planning program goals.
- knows her/his own ability to provide quality care for children and cares for the number and ages with whom s/he can work well.
- keeps all personal information about children and families confidential.
- continually evaluates own performance to identify needs for professional growth.
- seeks ways to be evaluated by others and is able to accept comments and criticism from parents and others in a constructive way.

- takes advantage of opportunities for professional and personal development by joining appropriate professional organizations and attending meetings, training courses, and conferences.

- keeps informed about child care practices, research, legislation, and other developments in early childhood education.

- establishes contacts with other family day care providers and shares mutual concerns.

- establishes the importance of the day care work with provider's own family members.

- seeks information relevant to the needs of the children s/he is serving -- for example, information on infant development, bilingual development, and handicaps -- from professional magazines, community colleges, community services, other caregivers, and community members.

- recognizes that caregiver fatigue, low morale, and lack of work satisfaction decrease effectiveness and finds ways to meet her/his own needs and maintain energy and enthusiasm.

- works cooperatively with others and helps promote a positive atmosphere in the home.

- learns about new laws and regulations affecting family day care, children, and families.

- advocates quality services and rights for children and families.

- works with other professionals and parents to develop effective strategies to communicate to decision-makers about the needs of children and families.

- recognizes that special skills are necessary for working with children at different ages and developmental stages and seeks appropriate information and training.

- is aware that some of the normal developmental characteristics of children (e.g., crying, messiness, dependency, willfulness, negative behavior, curiosity about genital differences, etc.) often make adults uncomfortable. The caregiver can acknowledge these feelings in her/himself, family members, and parents while minimizing negative reactions toward children.

- seeks information about sexual abuse and child abuse and neglect, keeps up-to-date on laws and policies concerning reporting and treatment of abuse, and learns effective ways of working with affected children and families.

In addition, the competent Candidate working towards a bilingual specialization, for example:

- demonstrates ability to understand, speak, read, and write in both languages and uses these in all aspects of the program.
- increases knowledge about bilingual education by reading, attending workshops, and by consulting professionals.
- maintains and works to increase fluency in her/his second language.
- consistently provides opportunities for all children to acquire a second language.

Taken from **The Child Development Associate**
National Credentialing Program
CDA Assessment System
and
Competency Standards
for
Family Day Care Providers
1718 Connecticut Ave. N.W.
Washington, DC 20009
1-800-424-4310

April 1985

Professionalization of Early Childhood Educators

How Far Have We Progressed?

Mary Ann Radomski

The professional status of early childhood educators was a major concern of NAEYC members when the Association began in 1926. Considerable attention has been given to the issue during the past few years (Ade, 1982; Hoyle, 1982; Zumeta & Solomon, 1982; Katz, 1984). However, after 60 years of grappling with the problem, we have yet to develop a comprehensive statement of characteristics which describe ourselves as a profession. Without such detailed criteria, we cannot accurately judge our progress on the continuum toward professionalization.

As a next step toward firmly establishing ourselves as a profession, I suggest we take a close look at our progress in achieving the 14 characteristics of a profession outlined in Figure 1 (Houle, 1981). Unlike most articles in *Young Children*, you will find **a series of questions** specific to our field following each of these 14 characteristics. A form is also provided so you can conveniently summarize your responses and use them as a starting point for group discussion as a staff or within a professional support group.

1. Clarification of function

Members of a profession should be encouraged to help shape and/or clarify the professional mission.

- Does your program have a clearly defined statement of its purpose, goals, and learning outcomes for the children? For families?
- How familiar are all staff with the program's purpose, goals, and outcomes?
- How fully are staff involved in shaping and reclarifying the purpose, goals, and outcomes?
- How well are your program's statement of purpose and goals communicated to and understood by the parents, volunteers, and others who visit the program?

2. Mastery of theoretical knowledge

Members of a profession should master the basic knowledge, information, skills, and theories that constitute the profession's knowledge base.

- How clearly has your program identified its educational philosophies and the theories that support those philosophies? (cognitive-developmental, Montessori, child development, behaviorist)
- How knowledgeable are staff about these theories of child growth and development?

Mary Ann Radomski, *Ph.D., is Lecturer in Early Childhood Education at the University of Wisconsin-Milwaukee.*

Lois Main

3. Capacity to solve problems

While members of a profession need to be able to cope with some uncertainty and ambiguity, they also must be adept at using theories from their profession's knowledge base to deal effectively with day-to-day problems.

- How well do staff apply the theories about child development and learning in their work with young children?
- Are staff able to regularly communicate this knowledge in a meaningful way to parents?

4. Practical knowledge

Members of a profession should develop and implement effective techniques that grow out of their profession. This practical knowledge includes new approaches and strategies as well as how to apply them.

- How familiar are staff with proven techniques that facilitate the development of young children? (questioning strategies, active listening, story reading)
- How frequently do staff use teaching techniques especially useful with young children? (fingerplays, whispering, suspense)
- Are these techniques used creatively and spontaneously?

5. Self-enhancement

Members of a profession should seek to broaden their personal perspectives by pursuing other areas of study and interest. Such extended dimensions add scope to their work and can help eliminate burnout.

- How involved are staff in broadening their personal dimensions? (community projects, the arts, leisure activities)

6. Formal training

Systematic training must exist to ensure that members of a profession learn the knowledge base and techniques of the profession, both before they begin work and throughout their involvement in the profession. A variety of instructional formats can be used for training, such as internships, field work, in-service workshops, professional literature, and conferences.

- What level of formal early childhood training is required prior to employment in your program?
- How involved are staff in continuing their professional education through reading professional literature, attending workshops or courses, and joining professional organizations?
- How frequently does your program offer in-service training based on staff needs? Do staff generate topics for these programs?

7. Credentialing

Some means should be used to assess each individual's work performance, and then to license or credential those who perform competently according to criteria developed by the profession.

- Has your program completed a self-assessment through the National Academy of Early Childhood Programs (NAEYC, 1984)?
- To what extent are the staff in your program formally assessed? How familiar are they with the criteria upon which evaluations are based?
- To what extent are the competencies developed through the Child Development Associate program used as criteria to assess the performance of staff?
- Do staff in your program have an opportunity to assess their own performance?

8. Creation of a subculture

Each profession should nurture a subculture with unique traditions and terminology.

- Are staff familiar with the history of the profession? How aware are they of the role the profession plays in our culture?
- Do staff titles reflect current nomenclature for the profession (NAEYC, 1984)?
- Are staff familiar with common terminology used in the profession? (cubbies, circle or group time, free play)

Figure 1. **Characteristics of a profession (Houle, 1981).**

Conceptual characteristic

1. Clarification of the occupation's defining function(s)

Performance characteristics

2. Mastery of theoretical knowledge
3. Capacity to solve problems
4. Use of practical knowledge
5. Self-enhancement

Collective identifying characteristics

6. Formal training
7. Credentialing
8. Creation of subcultures
9. Legal reinforcement
10. Public acceptance
11. Ethical practice
12. Penalties
13. Relations to other vocations
14. Relations to users of the service

9. Legal reinforcement

Each profession should obtain legal support to protect the rights of its members, such as the exclusive right to practice the profession and the right to maintain confidentiality.

- What rights does your state grant early childhood educators? What standards are set for teachers?
- What responsibilities does your state assign to early childhood educators? (mandatory reporting of child abuse/neglect, confidentiality)

10. Public acceptance

Members of a profession need to build good public relations, establish high quality associations, and implement distinctive training programs to heighten public awareness about the character of the work done by that profession.

- How do staff members increase the prestige of the profession with parents? The general public?
- How involved are staff in professional associations at the community, state, and national levels?
- Does your program offer internship/practice teaching opportunities for those enrolled in teacher training?

11. Ethical practice

Each professional should develop and uphold guidelines for moral behavior and ethical practice.

- Does your program have explicit principles for moral behavior and ethical practice for staff?
- How does your program screen potential employees or volunteers to determine their fitness to work with young children and their families?
- How is the performance of all employees monitored? Are parents encouraged to drop in at any time?
- What role has your program played in the development of NAEYC's code of ethics (Katz & Ward, 1978; Feeney & Kipnis, 1985)?

12. Penalties

Penalties (financial, suspension, or termination of one's right to practice) should be levied against members of a profession who are incompetent or who fail to act in accordance with the standards of ethical practices.

- What are your program's policies regarding staff performance and ethical standards?
- What state laws impose penalties for failure to act in a professional and ethical manner?

13. Relations to other vocations

In every profession, there is a need to define and maintain role relationships that acknowledge which profession is best equipped to specific work or to make specific judgments.

- What kinds of working relationships do the staff in your program have with speech therapists, social workers, medical personnel, and other related professions? How is duplication of effort avoided?

14. Relations to users of the service

Appropriate relationships between members of a profession and their clients must be clearly defined by guidelines.

- In what ways does your program define appropriate interactions between staff, children, and parents?
- In what ways do state regulations define appropriate interactions between staff, children, and parents?

Early childhood educators have challenges to meet as we work toward professionalization. Our enthusiasm, dedication, commitment, and joint efforts will surely give us strength to move forward. YC

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Houle, C. O. (1981). *Continuing learning in the professions.* San Francisco: Jossey-Bass.

Figure 2. **Progress toward professionalization in early childhood education.**

Characteristic of a profession	Level of progress toward professionalization: Not yet developed	Vaguely defined	Room to improve	Explicitly established	Evidence
1. Clear statement of program purpose, goals, and learning outcomes for children.					
2. Mastery of profession's knowledge base.					
3. Application of theory to solve problems.					
4. Application of practical knowledge.					
5. Broad personal interests beyond profession.					
6. Systematic training for pre- and in-service instruction.					
7. Competent performance recognized with license or credential.					
8. Familiar with traditions and terminology of the profession.					
9. Legal support for the profession.					
10. Building of public awareness about the profession.					
11. Guidelines for moral behavior and ethical practice developed and upheld.					
12. Penalties for professional incompetence or unethical behavior.					
13. Role clearly defined apart from related vocations.					
14. Guidelines define relationship between staff and parents and children.					

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Teacher Evaluation Form

Instructions: This form is designed to be used by the center director for evaluating teachers. To the left of each characteristic listed below write an **E** if the teacher's performance in this area is **excellent**, **S** if it is **satisfactory**, and **N** if it **needs improvement.** Make any explanatory notes to the right.

Name of Teacher: _____ **Classroom:** _____

___ 1. Friendly, with ability to relate positively to people.
___ 2. Enjoys the egocentricity of children.
___ 3. Speaks clearly, distinctly, and grammatically.
___ 4. Demonstrates tact, compassion, empathic concern for children and families.
___ 5. Tolerant and considerate of differences in children and adults.
___ 6. Understands humor, humorous incidents, and jokes of children.
___ 7. Displays a sense of humor with children and enjoys laughing with them.
___ 8. Smiles and shows enjoyment often.
___ 9. Is dependable and energetic.
___ 10. Makes real effort to become very involved in the program.
___ 11. Enthusiastic and excited about teaching.
___ 12. Indicates a desire to keep up in the field of ECE.
___ 13. Grows in ability to critically evaluate self.
___ 14. Can follow directions.
___ 15. Accepts and uses suggestions to improve teaching.
___ 16. Accepts share of responsibility for classroom preparation, gathering of materials, and other tasks assigned.
___ 17. Accepts individual differences.
___ 18. Uses a positive approach with all children.
___ 19. Alert to total group of children even when dealing with an individual child or small group.
___ 20. Remains controlled in *startling* or difficult situations.
___ 21. Assists children in gaining self-confidence and in becoming communicative.
___ 22. Makes an effort to joyously participate with children in small groups or 1:1 basis, indoors and outdoors.
___ 23. Displays a general positive attitude toward other adults in place of a negative, criticizing attitude.
___ 24. Responds well to adults.
___ 25. Respects the rights and teaching techniques of others in the group.
___ 26. Welcomes new ideas and demonstrates flexibility with willingness to consider new ideas.
___ 27. Realizes that situations cannot always be handled at home as they are at school.
___ 28. Evidences growth and potential for teaching young children.
___ 29. Demonstrates knowledge about growth and development of young children.
___ 30. Demonstrates knowledge about the meaning of specific activities for children.
___ 31. Is positive and supportive of parents as partners in ECE.

Signed:_____ Date:_____

Source: *This evaluation form was developed by Carol Murphy, the director of La Crescenta Presbyterian Center for Children in La Crescenta, California. Readers of* ***Exchange*** *may reproduce it, modify it, and use it as they see fit for in-house evaluations.*

Teacher Self-Evaluation Form

Instructions: Evaluate your own performance on this form. To the left of each characteristic listed below, write a **W** if you are **working on it**, **M** if you do it **most of the time**, or an **A** if you do it **always**. After you have completed this, make an appointment with the director and bring it with you.

Relationships

___ 1. I share my positive feelings by arriving with a good attitude.
___ 2. I greet children, parents, and staff in a friendly and pleasant manner.
___ 3. I accept suggestions and criticism from my co-workers gracefully.
___ 4. I can handle tense situations and retain my composure.
___ 5. I make an effort to be sensitive to the needs of the children and their parents.
___ 6. I am willing to share my ideas and plans so that I can contribute to the total program.

Goals

___ 1. I have a classroom that is organized for a quality child development program.
___ 2. I constantly review the developmental stage of each child so that my expectations are reasonable.
___ 3. I set classroom and individual goals and then evaluate regularly.
___ 4. I have fostered independence in my children.
___ 5. I continue to grow in my own spiritual life.
___ 6. I participate in in-service training opportunities so that I can improve and enlarge my knowledge.

Classroom Skills

___ 1. I arrive on time and ready for the first child.
___ 2. I face each day as a new experience.
___ 3. I plan a balanced program for the children in all skill areas.
___ 4. I am organized and have a plan for the day.
___ 5. I help each child recognize the role of being part of a group.
___ 6. I help children develop friendships.
___ 7. I maintain a child oriented classroom and the bulletin boards enhance the room.
___ 8. Visitors to our classroom are welcome.

Professionalism

___ 1. I have been conscientious in my attendance and in my use of sick leave.
___ 2. I understand the school philosophy and can share it with parents and community.
___ 3. I have been loyal to the school and the director.
___ 4. I do not gossip about the staff or the families of the students.
___ 5. I maintain professional attitudes in my demeanor and in my personal relationships while on the job.
___ 6. I assume my share of joint responsibilities.
___ 7. I participate in pertinent school activities outside my regular hours.

Personal Qualities

___ 1. I have a basic emotional stability.
___ 2. My general health is good and does not interfere with my responsibilities.
___ 3. My personal appearance is suitable for my job.
___ 4. I evaluate the effectiveness of my teaching team in the following manner:
- 0 1 2 3 4 5 +

My Teaching Team

___ 1. Has no conflicts which detract from work with children.
___ 2. Has a well balanced array of teaching and caring skills.
___ 3. Shares leadership and initiative equally.

Signed:_____

Date:_____

Source: *This evaluation form was developed by Carol Murphy, director of the La Crescenta Presbyterian Center for Children in La Crescenta, California.* ***Exchange*** *readers may reproduce it, modify it, and use for in-house evaluations.*

APPENDIX D

Bev Bos has presented numerous workshops and lectures for parents and early childhood teachers. She is the director of the Roseville Cooperative Preschool in Roseville, California and author of the books **Don't Move the Muffin Tins: A Hands Off Guide to Art for the Young Child** and **Before the Basics: Creating Conversations With Children.**

Jeanne Arvidson, coordinator of the Home and Family Life Department at South Seattle Community College, compiled the following notes from Bev Bos' lecture at the WAEYC Conference, October 1985.

FOR PEOPLE WHO CARE FOR CHILDREN, HOW TO TAKE CARE OF YOURSELF

by Bev Bos, WAEYC OCT. 1985

1. Get rid of *fritters*--anything you do that doesn't make you feel better and takes of time; e.g. consuming exercise, TV, newspapers, phone, wandering the mall.
2. Constantly enhance your own self-esteem.
3. Develop skill and wisdom for your job, constantly work on this; take classes, go to seminars, etc.
4. Work at checks and balances and to change.
5. Be open to commitment and to change.
6. Make sure you have a really, really good support group. Someone you can call in the middle of the night. Have a counseling outlet, you deserve it and can afford it. Find an energy person.
7. Structure alone time for yourself.
8. Get rid of the toxic people in your life. They are usually *holier than thou* and usually negative.
9. Have a *juicy* love relationship with a lot of people; your make, your kids, your friends, etc.
10. Get abundant tough beyond the above.

11. PLAY!

12. Increase the validation in your life, decrease the negative.

13. Be open to art, good music, theatre; take the time and spend the money for it for yourself.

14. Have an exercise program.

15. Get free of any addictions to be overall well.

16. RISK!

17. Plan the rest of your life:

Your birthday	Somewhere along the continuum: today's date	Date to which you expect to live
X ( )	( )	( ) X

List all that you have done--total experiences.

List all that you want to do in the time you have left.

APPENDIX E

SOUTH SEATTLE COMMUNITY COLLEGE
Home & Family Life Division

DEVELOPMENTAL STAGES

Birth to 12 months

A newborn infant is totally dependent on others for survival.

Adequate care, plus attention, enables the infant to learn to trust and to perceive the world as safe. Trust provides a foundation for healthy development.

The Infant

Lives only in the present
Does not yet realize he is a separate, individual human being
Is driven by needs--hunger, comfort, safety
Needs attention and praise
May be frightened by strangers and unusual sounds
Develops physically from a helpless baby to an active, gazes and stares at objects, alert to sounds--makes sounds, smells (does not object to odors), touches/feels/drops/spills

In addition to basic care, to stimulate development, caretakers need to provide experiences in the sensory domain:

Change crib views often (hand bright and moving items safely out of reach)
Allow exploring for crawler, putting treasures away and safety-proofing room
Touching, turning knobs, dumping, spilling, dropping are natural ways of learning--the baby is not misbehaving but learning through experimentation
Reserve *no-no* for times when it is necessary. Tell child what to do instead of using *don't* and *no* constantly.
PRAISE BUILDS WANTED BEHAVIOR--PUNISHMENT RETARDS DEVELOPMENT

Twelve to 24 Months

The early toddler can now move about and resembles a *little professor* or explorer as curiosity abounds. Now is the time to structure and safety-proof the environment to accommodate and nurture the striving for learning and independence that are so natural. The child needs as much freedom as possible, within limits that are necessary for safety--block off an area. They are self centered and cannot put themselves in another's place.

Toddlers Need Opportunities To:

Explore, indoors and outdoors
Handle various textures, tools and objects
Make choices when possible
Have objects identified by adult's labels, *that's a spool*, etc.

Toddlers

Play alone or next to another child
Do not understand the concept of sharing
May grab from other children
May push, pull hair or bite other child, not a hostile act--usually an attempt to communicate. They lack verbal skills and are often frustrated.

Toddlers live in the present. *Now* is their reality. Older toddlers are just beginning to understand that if an object or person is out of sight it still exists. From around 18 months language is developing rapidly enabling better communication of feelings.

Toddlers are often negative. *No, me do it* is natural outcry. Discovering the satisfaction of independence/testing limits is necessary. They need to learn what is appropriate behavior. Adults can assist by patiently telling the child what can be done. By the time a child reaches its second birthday, the foundation of skills to serve learning throughout a lifetime will have been acquired. DURING THIS PERIOD, THE CHILD GAINS A FEELING OF EITHER FAILURE AND DOUBT OR SUCCESS, INDEPENDENCE AND CONFIDENCE. CARING ADULTS CAN MAKE THE DIFFERENCE.

Two to 3 years old

The acquisition of language gives a new dimension to the child's world. Now able to give expression to more thoughts and needs, the frustration level of the past begins to diminish although may flare up occasionally.

The child climbs with greater skill, can throw, run, climb stairs, etc. S/he is still possessive but may share sometimes, however should not be forced to do so.

Cooperative play is beginning but solitary or parallel play still occurs.

The 2 to 3 year old helps with his own clothing, likes songs, books, puzzles and anything repetitive. He also has his favorites.

Trying hard to please adults along with following simple directions is characteristic of this age group.

Attention span is growing but expectations should be realistic. Prolonged sitting is physically impossible. Three to five minutes is realistic.

Healthy self-esteem enables the child to progress in growth toward independence. Adults can help by reinforcing child's effort with simple praise. *You try hard, you work well*, a smile or a shoulder pat fosters learning. Too many failures cause children to stop trying. Dependence can become the life style script. Minimize failures--mistakes are all right, we all make them and learn from them.

Patience pays dividends...for everyone.

CHILDREN DEVELOP AND LEARN IN SMALL STEPS. THEY NEED ADULTS TO LEAD THEM.

Bugs, dogs, noises and imaginary sources produce increased fears as intelligence expands. These fears peak in the the age from 2 to 3 years then diminish gradually as greater understanding develops and with reassurance from caring adults.

DEVELOPMENTAL STAGES--AGES 3 THROUGH 5

The Three Year Old

Is at an age of equilibrium.
Seems pleased with him or herself and those about him or her.
Is anxious to do the approved thing.
Loves to conform.
Laughs frequently and easily in all his/her play.
Usually responds to direction and reason.
Likes to make friends. People are important.
Has a strong need for companionship.
We is a word frequently used. It expresses the cooperative easy going attitude toward life in general.
Is beginning to take turns and enjoy cooperative play--though parallel play still exists.
Loves repetition--the same stories over and over...
Feels secure within him or herself in relation to others.
Shares sometimes--wants choice in doing so.

The Three and One-Half Year Old

Is approaching a period of marked insecurity--disequilibrium.
Is incoordinated in all areas--physically and verbal.
May begin stuttering.
Expresses emotional insecurity by whining and crying.
Is extremely demanding with adults...*don't look, don't talk, don't laugh.*
May demand that all attention be focused on him or herself, and thus becomes extremely jealous of any attention paid by family members to each other.
Shows considerable insecurity with friends and often demands their exclusive attention.
Expresses emotional extremes (very shy one minute--over boisterous the next).

(If you, the adult, know in advance that all this uncertainty, insecurity, incoordination quite normally mark the three and one-half age period, it can help considerably. It can keep you from blaming various aspects of the environment for any or all of the incoordination, and can help give you patience to show the child the extra affection, the extra understanding which he so desperately needs at this age.)

The Four Year Old

Is at an age of disequilibrium.
Is unstable and explosive.
Is out of bounds in almost every direction.
Is out of bounds physically--is aggressive--hits, runs, kicks, breaks

things. Is so active that he/she can't sit still and may get up from the table two or three times during a meal. Jumps, hops about continuously.

Is out of bounds emotionally--loud silly laughter alternates with fits of rage. Is proud of mother one minute, threatens her the next. May be jealous, quarrelsome and bossy. May have many fears of the dark, of mother and father leaving...

Cries and whines alot. Tensional outlets heightened--blinking, biting nails.

Is out of bounds in interpersonal relationships. Is quite a showoff and boasts and brags at every opportunity.

Loves to defy parental commands, in fact seems to be as defiant as he or she can possibly be. Even severe punishment will have little effect.

Is out of bounds in imagination--tells tall tales--thin line between fact and fiction.

Is interested more in children than in adults.

Still can't share.

(In coping, you will need to use firmness in dealing with your four year old, but will feel less helpless if you realize that this behavior is not only inevitable but a necessary part of development. Needs to be allowed to test him/herself out.)

The Four and One-Half Year Old

Is beginning to pull out.

Is a little more self-motivated--starts a job and stays on the track much better than at four and with less need of adult control.

Is a great discusser.

Is improving control and perfecting skill in many ways. Play is less wild than at four.

Is better able to accept frustration.

The Five Year Old

Is at an age of extreme and delightful equilibrium.

Tends to be reliable, stable, well adjusted.

Is calm, friendly and not too demanding.

Things mother is the center of his world and likes to be near her.

Sometimes finds it hard to share mother.

Likes to do things for her, likes to obey her commands.

Likes to be instructed and get permission.

Talks constantly.

Is pretty satisfied with him or herself.

Who Do You Call?

If you need information about...

Abuse and Neglect

National Clearinghouse on
Child Abuse and Neglect
PO Box 1182
Washington, DC 20013
(301) 251-5157

Accreditation of Centers

Sue Bredekamp
NAEYC
1834 Connecticut Avenue NW
Washington, DC 20009
(800) 424-2460

Campus Child Care

Pamela Boulton
National Association for
Campus Child Care
2114 East Kenwood Blvd.
Milwaukee, WI 53201

Church Child Care

June Rogers
National Council of Churches
475 Riverside Drive
New York, NY 10115
(212) 870-2664

Employee Concerns

Marcy Whitebook
Child Care Employee Project
PO Box 5603
Berkeley, CA 94705
(415) 653-9889

Employer Child Care

Dana Friedman
The Conference Board
845 Third Avenue
New York, NY 10022
(212) 759-0900
or
Sandra Burud
Burud and Associates
553 South Marengo
Pasadena, CA 91101
(818) 796-8258

Family Day Care

Nancy Travis
Child Care Solutions
1182 West Peachtree Street
Atlanta, GA 30309
(404) 885-1578
or
Maribeth Oakes
The Children's Foundation
815 15th Street NW
Washington, DC 20005
(202) 347-3300

Family Issues

Bernice Weissbourd
Family Resource Coalition
230 North Michigan Avenue
Chicago, IL 60601
(312) 726-4750

Federal Programs

Pat Hawkins
Health and Human Services
PO Box 1182
Washington, DC 20013
(202) 755-7782

For Profit Child Care

Carole Rogin
National Association for
Child Care Management
1255 23rd Street NW
Washington, DC 20037
(202) 452-8100

Head Start

Malkia Brantuo
National Head Start Assoc.
1029 31st Street NW
Washington, DC 20007
(202) 337-6650

Legal Issues

Abby Cohen
Child Care Law Center
625 Market Street
San Francisco, CA 94105
(415) 495-5498

Legislative Activity

Helen Blank
Children's Defense Fund
122 C Street NW
Washington, DC 20001
(202) 628-8787

Liability Insurance

Jim Strickland
Child Care Action Campaign
5555 North Lamar
Austin, TX 78751
(512) 451-7361

Licensing Issues

Gwen Morgan
Wheelock College
200 The Riverway
Boston, MA 02215
(617) 734-0001

Management Training

Robert Lurie
RccM
PO Box 669
Summit, NJ 07901
(201) 766-9237

Men's Issues

Fatherhood Project
Bank Street College
610 West 112th Street
New York, NY 10025
(212) 663-7200
or
David Giveans
Nurturing News
187 Caselli Avenue
San Francisco, CA 94114
(415) 861-0847

Minority Issues

Black Child Development
Institute
1463 Rhode Island Ave. NW
Washington, DC 20005
(202) 387-1281

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Exchange-July, 1986

Finding and Filing Information So You Can Use It

by Edna Runnels Ranck

Every child care center director gets questions about child care. A staff member needs an article on the usefulness of water play for preschoolers, a child's parent asks about the effects of child care on the development of young children, a city council member wants to know about zoning precedents for child care programs, and a reporter calls in pursuit of a story about tax advantages for working parents. You, the director, are the expert witness and, as such, are expected to provide reliable, timely, and relevant information about the many facets of your profession.

Although you recognize the positive aspects of giving information to others, you are also confronted with the daily tasks of administering an organization that places you under continual stress. How can a busy executive with limited clerical staff take on yet another responsibility which may at first appear to be marginal in its value for the ongoing operation of the center? Where will you find the sources of this information so that you are sure of accuracy and reliability of the data? What are you supposed to do with it after you find it so that at a later time you can cite the various sources when you are asked questions?

This article provides an effective means by which you can improve your CCKQ (Child Care Knowledge Quotient) while maintaining your normal double-time pace as a child care program administrator. You can gather information about children and child care by making four decisions about finding, keeping, and using data. The decisions focus on the selection and storage of articles from various types of publications and on the dissemination of the information in the articles that you save.

Decisions You Must Make About Data Collection

1. You must decide to read a minimum number of publications each month. By choosing a minimum number of newspapers and magazines to read during a specified period, you prevent yourself from overloading an already full schedule.

2. You must decide which types of articles you are going to read so that you can then select those which you are going to save for future reference.

3. You must decide how you are going to store the articles that you clip and save.

4. You must decide to what uses you are going to put the information which you collect. Winston (1978) calls this decision the "organizing principle" by which all the other decisions are determined. As you identify the persons who will call on you for information, you will begin to know what types of articles you want to keep; and you will then be directed toward the appropriate publications which contain information you want.

Reading a Minimum Number of Publications

Because of the enormous number of relevant publications available to you, the task becomes one of careful selection. To perform this selection you may want to determine the types of information you need and the choices of periodicals that can provide you with this information. For example, a director might want to select a manageable number of publications from categories organized as follows:

Group A—General News

• Local Newspaper:
The Fargo Forum

• National Newspapers:
Christian Science Monitor
New York Times
Wall Street Journal

• National News Magazines:
Business Week
Newsweek
Time

Group B—Special Interest

• Parents'/Women's Magazines:
Family Circle
MS
Parents
Working Mother
Working Parents
Working Woman

• Management Magazines:
American Demographics
Boardroom Reports
Harvard Business Review
Management World
New Management

• Computer Magazines:
Byte
InfoWorld
MacWorld
Micro Notes
PC Magazine

Group C—Professional

• Advocacy Periodicals:
State child care newsletters
Black Child Advocate
CDF Reports
Child Care Action Campaign News
Day Care USA
Education Week
NACCM News
Report on Preschool Education

• Curriculum Periodicals:
Building Blocks
Child Care Quarterly
Child Development
Day Care and Early Education
Dimensions
ERIC/EECE Newsletter
First Teacher
Preschool Perspectives
Texas Child Care Quarterly
Totline
Young Children

• Specialized Audience Periodicals:
Business Link
Caring for Infants and Toddlers
CC I&R Issues
Child Care Employee News
Child Care Information Exchange
Child Health Alert
Nurturing News
School Age Notes
Six Months to Six Years
Zero to Three

The categories and magazines above are listed as examples only. You may want to develop your own groupings and to include many other periodicals.

You can obtain these periodicals in various ways. A subscription to your local newspaper seems essential as a signal to the community of your interest in what is going on around the center, as a source of information that is immediately available to you, and as a connecting link between your program and the media that is particularly effective for publicity purposes.

Use a public library for magazines; purchase those issues that have relevant articles on child care. Subscribe to a periodical only when it becomes apparent that you are better off having it than otherwise. Take advantage of discounts and reduced rates for longer subscription periods.

A serious search for child care related articles should take you beyond those available on the newsstand or on the library periodical shelves. Check the **Readers' Guide to Periodical Literature, The New York Times Index,** and similar indexes. In using general indexes for articles on child care, look under various headings: child care, day care, early childhood education, Head Start, infants, kindergarten, and preschool.

Clipping and Storing

Clipping. Each saved article should be clipped out at the time it is read. Use a razor-like clipping device or scissors. Avoid tearing out pages unless you are sure that the procedure will guarantee a clean tear line. Check the reverse side of the page before cutting to prevent ruining an equally useful article. Be sure to cut out all sections of a continued article,

Selecting and Saving Articles

Reading a newspaper or periodical does not mean actually reading an entire issue. Rather, it means that you are going to scan headlines and photographs as well as tables of contents for relevant items. By selecting your set of child care related topics ahead of time, you will then focus on particular words and target a limited number of articles.

Establish a short list of topics with which to begin, and add to the list as you become experienced in using your system. Avoid general topics such as *child care* or *early childhood education*. Choose instead narrower topics and then subdivide each one by means of *HEADINGS* and *subheadings*. A sample listing follows:

HEADINGS	**Subheadings**
INFANTS	Social development Separation issues Center care or family day care?
PRESCHOOLERS	Advantages of group care experiences Preschool classes in the public schools Curriculum activities
KINDERGARTEN	Expanding to an all-day kindergarten Role of the kindergarten in the public schools
EMPLOYMENT RELATED ISSUES	Employers with on-site centers Union involvement
MEDIA	Television, childhood images in films Computers in preschool
HEALTH AND SAFETY	Immunization Car safety
PUBLIC POLICIES	Federal, state, local governments Other states and nations Current legislation Advocacy
PROFESSIONAL MANAGEMENT	Entrepreneurial skills Career development issues Writing a resume Self-improvement Becoming a better CEO Time management

Some of these topics will become the basis for additional research so that you will be able to teach workshops and courses in selected fields, to write articles or columns on critical issues, and to become an expert witness on media presentations or before legislative groups.

Number each *HEADING* and type out a master list that can be posted near the files to be described.

and keep them together with a paper clip until you can paste the pieces on paper.

Keep your cutting tool and a black ball point pen with you as you read. After cutting, write the date—month, day, and year—on the article. It is surprising how many people have given me articles on which no date is written. Undated, they are worthless for use in any research.

Equally important is writing the name of the publication on the article. Alternatively, cut out a copy of the masthead or a page heading and place it alongside the article when copies are made.

Each article must show the full date and the publication source; any quotations that you use must give credit to the original writer.

Storing. All too often a wonderful article that you are "sure you have back at the office" is nowhere to be found. To avoid discouraging disappointments of this sort, select a place in which to store your collected articles. You may opt for a temporary system or, better yet, go for the permanent system from the beginning.

For temporary storage, place articles in a basket, a box, or a drawer. At a later time each article can be placed in its own folder. In the long run, you will be better off if you file your articles in permanent folders.

Use legal size manila folders with closed ends. (Letter size folders can be used, but legal size folders reduce the number of folds in an article and in the copies that you make on legal paper.) Number each manila folder to correspond to the number for each HEADING on the master list.

Select peel off file folder labels on which to type each HEADING and Subheading. Words on the master list and on the labels should correspond exactly.

Color code your files if you wish, choosing a color for your article collection that is different from the colors that you use in your office filing system.

The number and color system will enable other staff members to have equal access to the files and will allow another person to carry out the filing and retrieving responsibilities. It is recommended that you as the director establish the system initially since it must correspond to your needs and organizational style.

Using the Articles

In a short time period you will have an extensive collection of child care related articles from which to draw in response to requests for information. You will also have developed a small archive from which to build presentations in your ongoing effort to influence the growth and development of child care services in your community, your state or province, and your nation. Build on the following list of suggestions for using your collection of articles.

Training. Distribute copies of articles to staff members during pre-service and in-service training sessions. Discussion of a current event will encourage participation by experienced and novice staff alike and will lead to the addition of more scholarly resources as interest in a topic builds up among the staff.

Include articles in orientation packets for parents, board members, and volunteers, and attach copies to periodic mailings and center newsletters.

Notebook or album. By laminating a series of articles on the same size paper, a loose-leaf notebook can be constructed for use in training, orientations, public displays, and conference presentations. Children's art can be used as illustrations for the cover and throughout the book. Pages of commentary from you and others can be interspersed among the articles. Groups of articles can be separated by dividers made from laminated construction paper.

Information sharing. Send copies of articles to colleagues in your directors' association or your local chapter of the National Association for the Education of Young Children. Local articles with a cover letter should be forwarded to your state NAEYC affiliate and to national headquarters in Washington.

Publicity and public policy advocacy. Send copies of articles to editors of newspapers and periodicals, funding sources, legislators, appointed public officials, corporate officers, and related professional organizations in your community. Include a cover letter that explains the relationship between the issues addressed in the articles and the child care services offered in your area.

Displays and bulletin boards. Laminate headlines and photographs into a large poster for use on bulletin boards, in public meetings, and for presentations before your board, funding source, or parent group.

Mount articles on a particular issue on the center bulletin board, at a public library or school, at a conference workshop, or at an appropriate work place.

Data base. Using a series of articles on a topic, together with other sources, draw conclusions about the impact of present conditions on your program and draft a statement based on your research.

Write letters to editors, to legislators and appointed officials, and to colleagues in child care and related professions. Seek opportunities to speak on television and radio programs about the issues you have addressed. Submit a proposal for a newspaper or magazine article, or for a conference workshop presentation.

Improving Your Child Care Knowledge Quotient (CCKQ)

By developing and maintaining a system of collecting, filing, and retrieving information about children and child care issues, you will accomplish several objectives in your continuing professional education and development. You will become more informed and understanding, thereby becoming a more competent, efficient, and effective administrator.

In addition to your own growth as a child care program director, you will also encourage staff members to learn more about their work. Your contribution of information may lead to improved classroom performance and to increased awareness of career development in the child care field.

Better informed parents should establish more comfortable parent-child relationships and should increase parent awareness of your program's goals for children and adults. Your attempts at changing staff and parental behavior can lead to increased competency and improved skills.

Beyond the center itself, you will encourage colleagues, other consumers, policymakers, and those whose work has a regular impact on people to be more aware of child care services and to be alert to the complexity inherent in the development of all types of services for children and families.

Your efforts to collect, save, and disseminate information gathered from articles published in various media will lead to increasingly effective advocacy efforts on behalf of children, parents, and child care providers. Your efforts to change behaviors in order to improve life for families will empower yourself and others in the ongoing effort to improve and expand child care services

in your community, your state, and your nation.

Above the entrance to the former library at Florida State University in Tallahassee is the inscription "The half of knowledge is knowing where to find it."

In your work as a child care center director, your half of knowledge may well be in what way and to what extent you keep and retrieve some portion of information so that your efforts will be an ongoing contribution to the growth and development of yourself, your colleagues, and everyone who is responsible in some way for the rearing of our nation's children.

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P. O. Box 324
Mound, MN 55364

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Family Day Care Handbook, available after January 1987:

California Child Care Resource & Referral Network
809 Lincoln Way
San Francisco, CA 94122

Family Day-to-Day Care: The Practical "How To" Book For and By Family Day Care Providers, Ed. by Karen West, Mound, MN: Quality Child Care Press, 1980.

Home Centered Care: Designing a Family Day Care Program. A Guide for Caregivers and Parents, R. Garcia, ed. by L. Thompson and M. McDonald, 1985, The Children's Council of San Francisco.

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(A comprehensive resource guide for individual day care providers at home--also a video series of five, 30 minute programs is available. The manual and video series can be used together or independently. For further information contact:

Agency for Instructional Television
Box A
Bloomington, IN 47402
(812) 339-2203

In Washington State contact:

Washington Early Childhood Telecommunications Project
Early Childhood Outreach Center
University of Washington
4725 30th Avenue N.E. GG-12
Seattle, WA 98195
(206) 543-9414

Squibb, B., **Family Day Care: How To Provide It In Your Home**, Boston, MA: The Harvard Common Press, 1986.

CDA information for family day care providers:

The Child Development Associate
National Credentialing Program
CDA Assessment System
and
Competency Standards
for
Family Day Care Providers
1718 Connecticut Avenue N. W.
Washington, DC 20009
1-800-424-4310